

Technology and Art Vision: Technology and Art Curriculum Statement

In Technology and Art, our aims are for all students;

- To have a passion and resilience for Technology and Art
- To be independent, creative and think “beyond the box”
- Develop strong problem solving skills and be confident to tackle any task they are given
- To best prepare students for life after Fullbrook

Intent (Vision)	<p>In Technology, our aims are for all students;</p> <ul style="list-style-type: none"> • To have a passion and resilience for Technology • To be independent, creative and think “beyond the box” • Develop strong problem solving skills, take risks, be confident and tackle any task they are given • To aspire students to continue creative learning into KS4 and F6 	<p>In Art, our aims are for all students;</p> <ul style="list-style-type: none"> • To have a passion and resilience for and Art • To be independent, creative and think “beyond the box” • Develop strong problem solving skills, take risks, be confident and tackle any task they are given • To aspire students to continue creative learning into KS4 and F6
Implement	<ul style="list-style-type: none"> • Continually review schemes of work to create a greater depth of understanding and be relevant to student needs and wants. • Rotations of projects in Year 7 & 8 in Technology to allow the students to see each department area giving them chance discover strengths and interest as well as gain knowledge and create time for problem solving. • The design process is repeated throughout every project and every year group to build upon and reinforce the knowledge learnt • Schemes of work allow for students to tailor and adapt briefs and learn how to solve problems in creative ways • Extra-curricular food and car clubs to stretch and build upon knowledge and problem solving skills and encourage a love for the subject outside the classroom. • Feedback sheets in all projects, highlighted so students can clearly see what they are doing well on and what they need to work on. • Change in marking policy to reduce workload and be more beneficial to the students. • Using Profiles for Success and Aim Higher Profiles to help support disadvantaged students 	<ul style="list-style-type: none"> • Continually review schemes of work to create a greater depth of understanding and be relevant to student needs and wants • Schemes of work allow for students to tailor and adapt briefs and learn how to solve problems in creative ways • Extra-curricular art clubs to stretch and build upon knowledge and problem solving skills and encourage a love for the subject outside the classroom. • Feedback sheets in all projects, highlighted so students can clearly see what they are doing well on and what they need to work on. • Change in marking policy to reduce workload and be more beneficial to the students. • Using Profiles for Success and Aim Higher Profiles to help support disadvantaged students

Impact	<p>In order to assess impact we will use the following;</p> <ul style="list-style-type: none"> • GCSE Results – Attainment & Progress Scores • A-level Results – Attainment & ALPS • Number of students studying a creative subject at KS4 • Number of students studying a creative subject at F6 • Exemplar work shows great creativity • Relationships with students are generally positive 	<p>In order to assess impact we will use the following;</p> <ul style="list-style-type: none"> • GCSE Results – Attainment & Progress Scores • A-level Results – Attainment & ALPS • Number of students studying a creative subject at KS4 • Number of students studying a creative subject at F6 • Exemplar work shows great creativity • Relationships with students are generally positive
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